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ABSTRACT

The report covers the activities, data, and data analysis of the institute. The institute was directed to 100 teachers and supervisors of Adult Basic Education (ABE) in Regions 8, 9, and 10 to acquaint them with the needs and problems of black urban adults. The two-week program was composed of two parts: (1) field trips, short lectures, and presentations to the group as a whole and (2) small group workshops. Since not all participants worked with urban blacks, general methods were presented which, it was hoped, could be used with other ethnic or cultural minorities. Various data were collected in pre- and posttests, followup mail evaluation, and personal in-depth interviews with institute participants to determine the validity of institute assumptions, aims, and goals. The data indicated it is possible, at least in the short run, to effect a positive change in the attitudes of ABE teachers toward their students. The value of presenting this kind of institute early in an ABE teacher's career was demonstrated, and it was recognized that a combination of cognitive and behavioral input is needed to orient ABE teachers toward teaching adults. Appendixes include the institute schedule and the evaluations and data. (AG)

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FINAL REPORT

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URBAN ADULT BASIC EDUCATION
SPECIAL TEACHER TRAINING

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TABLE OF CONTENTS

		Page
1.	INTRODUCTION	1
2.	ASSUMPTIONS, AIMS, AND GOALS OF THE INSTITUTE	2
	Methods of Data Collection	4
3.	THE INSTITUTE PROCESS	5
	Clinical Experiences	6
	The Core Group Workshops	8
	Teaching Techniques and Material	8
	The Participant Presentations	11
4.	ANALYSIS OF INSTITUTE EFFECTIVENESS	13
	Suggestion--Feedback System	13
	Pre Test and Post Test Evaluation	13
	Participants Attitudes Toward Urban Black Adult Problems	15
5.	INSTITUTE FOLLOW-UP	24
	Mail Questionnaire	24
	Personal Interviews	27
6.	CONCLUSIONS AND RECOMMENDATIONS	28
7.	APPENDICES	31
	A. Institute Schedule	31
	B. Pre and Post Evaluations and Data	40
	C. Follow-up Evaluation Form and Data	47

INTRODUCTION

This Final Report covers the activities, data, and data analysis of the Urban Adult Basic Education Special Teacher Training Institute held at Pepperdine University August 2 through 14, 1971. The Urban Adult Basic Education Special Teacher Training Institute Project was undertaken jointly by the Federal Government through the United States Office of Education, Bureau of Adult, Vocational, and Technical Education and the Pepperdine University Center for Urban Affairs, to fulfill part of theintent of the Adult Education Act, Section 3.09 (c), Title III, Public Law 91-230. The ABE Special Teacher Training Institute, committed to the special training of teachers of adult basic education students as a unique group, is one of the enterprises authorized and supported under Section 309 (c) of the Act designated for "Special Teacher Training Projects." This institute was targeted to reach 100 teachers and supervisors of Adult Basic Education in Regions 8, 9, and 10. The Institute was predicated upon the basic hypothesis that the achievements of students in Adult Basic Education are significantly dependent upon the teachers' abilities to adequately understand and interpret the needs of the urban disadvantaged adult and that there is a high degree of transferability of the skills necessary in urban black areas to other minority and rural settings.

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ASSUMPTIONS, AIMS, AND GOALS OF THE INSTITUTE

In August 2-14, 197/, Pepperdine University sponsored a special teacher training institute for teachers of Adult Basic Education. Directed by Pepperdine Center for Urban Affairs, its purpose was to acquaint teachers with the needs and problems of Black urban adults. The two-week program was divided into two, interrelated parts. The first part, which we called cognitive input (See Section III for descriptions) was composed of field trips, lecturettes, and various presentations to the group as a whole. The second part was called behavioral input, and consisted of small group workshops, each led by a skilled facilitator, for the purpose of getting a visceral as well as intellectual understanding of the urban Black problem.

Since many of the participants in the Institute came from areas of the country where direct application of the information would be limited, we hoped that the general methods that they would be exposed to would be transferable to relating to any group of individuals that was ethnically and culturally different from the participant. In order for this to occur, we felt we must increase the awareness of the participants to ethnic and cultural differences, and to focus that awareness on the primary subject of the institute - The Urban Black Adult.

An underlying assumption we held about Adult Basic Education teachers was that they would be, on the whole, lacking in the ability to relate to adult groups as teachers - their training

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being mainly in the teaching of grade school and high school students, with Adult Basic Education as a sideline, rather than as a vocation.

In a large majority of cases, this assumption turned out to be valid. In several role-playing incidents, for example, participants playing teacher roles would deal with their "students" in a superior condescending manner (See Section III where the role playing techniques are discussed).

Finally, because of the nature of the training and exposure we intended to give, we decided it would be necessary to wait some time after the end of the institute to do a final survey regarding just how successful our attempts were. Behavioral modification - if really successful - takes some time to become part of the participants' view of the world.

To sum it up, then, our assumptions were the following:

1. ABE teachers working in urban areas are on the whole unaware of the needs of the Black adults.
2. The information and experiences given at the institute would be transferable to groups other than urban Blacks.
3. ABE teachers lack training in relating to adult groups in a teaching role.
4. The value of what we had accomplished could only be determined by following up on the participants after some time had passed.

In addition to the general assumptions above, we formulated some specific aims and goals that the Institute should accomplish

for the participants:

a. To understand the environment in which the student lives and works.

b. To recognize the students' learning needs and develop new approaches that will improve teaching skills to meet these needs.

c. To change the adult basic education teachers' perception of the disadvantaged adult student.

d. To raise the teachers' expectations of their students' performances.

METHODS OF DATA COLLECTION

To determine the validity of the assumptions, aims, and goals, data was collected in a variety of ways.

1. A pre-test and a post-test was administered to each participant to pinpoint areas of change as a result of the Institute process.

2. A suggestion-feedback system was implemented during the institute to evaluate the effect of the process on the participants.

3. A follow-up mail evaluation was sent to all participants in February, 1972, and the results were compared with the evaluations made during the institute.

4. Personal in-depth interviews were performed by Dr. Richard Rierdan and members of the staff on a number of participants in March, 1972.

THE INSTITUTE PROCESS

The method of education used in this institute was a combination of behavioral process and cognitive input. It was the staff's opinion that the most effective results would occur from offering a wide range of inputs revolving around the problems and opportunities in teaching urban Blacks, and giving the participants a chance to internalize these inputs. The internalization would occur when the participants matched their perceptions of the activities they engaged in with the perceptions of their fellow participants, under the guidance of a professional group leader. In a behavioral sense, the goal was to have the participants evolve a significant meaning from their experiences -- this being the major thing that they would take from the Institute. As there were a wide range of ABE teachers expected, reflecting most every shade of personal and teaching experience, it seemed feasible to let the teachers learn from each other, as well as from what we had specifically planned for them to do. In addition, we felt that the emphasis on internalization and learning from each other would highlight the transferability of the approach to other groups that the participants were teaching.

The balance of this section will describe the various activities the participants engaged in, and how they related to each other The process schedule is attached to this report.

CLINICAL EXPERIENCES

As part of the objectives to understand the enviornment in which the disadvantaged student lives and works, and also to change the ABE teacher's perception of the disadvantaged adult student, the participants were divided into groups of about twenty persons and were transported by bus to points in the community. Each specific group was accompanied by a community person (often a Pepperdine student) who was available to answer questions and point out various significant points in the tour.

South-Central Multi-Purpose Health Care Center

Since health care (and often the lack of it) is a major factor in the lives of disadvantaged students, the institute participants toured a health center in operation in the South-Central Black community. For many of the participants, this was the first time that they had ever been in a Black urban setting, so the whole area in which the health center was located became part of the experience for them.

Comparison Shopping

Basic to the understand of disadvantaged urban people is food selection and food prices. The participants comparison shopped at two Safeway stores one in the heart of the South-Central Black community and the other at La Brea and Centinela, a representative store in predominently white area. The participants noticed a significant difference in food prices between the two

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Safeways and also differences in relative cleanliness.

ABE Education in Los Angeles

Each group of participants was able to observe a series of ABE clases in session at the Menlo Adult School, 1260 Menlo Avenue, Los Angeles. They were able to ask questions and observe some teaching approaches to a student population of basically Blacks and Chicanos. Many participants found this to be the most significant of the clinical experiences.

Basic Car Plan Meetings

The Los Angeles Police Department now operates its 24-hour black and white car patrol with a team of nine officers per car, two in each car per shift and the extra officers for days off and vacations. Each car and its officers is assigned a specific area of patrol. This system is called the Basic Car Plan. Once a month the officers meet with concerned citizens in the area to discuss problems of crime and delinquency. The institute participants attended one of these Basic Car Plan meetings to get a feel for one of the basic problems in disadvantaged communities -- the relationship between the citizens and the police.

Community Dinner

The participants attended a dinner in the community, sponsored by the Figueroa Church of Christ, under the direction of Brother Calvin Bowers. They ate a dinner prepared by community people, that was representative of the kind of meals often eaten in the

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disadvantaged Black community.

THE CORE GROUP WORKSHOPS

At the beginning of the institute each participant was assigned to a core group -- a discussion group of approximately fifteen people--that he would interact with for the rest of the institute. Each core group was under the direction of an experienced core group facilitator. The group process was both a technique of learning, i.e., a method of taking institutional experiences and making them one's own in the light of previous experience, and a practical attempt to present a teaching technique as well. Each group facilitator was allowed to choose his own method of leading his group to encounter the problems presented by the institute activities, but it was specified that the discussions should focus on the needs of the participants as they related to gaining an increased understanding of the urban ABE student.

TEACHING TECHNIQUES AND MATERIAL

Urban Research Practicum

The staff feeling was that many of the institute participants, whether Black, White, or Chicano, had little or no knowledge of the material available with regard to both Urban problems in general, and Black culture in particular. We felt then, that access to this kind of material would be extremely useful to the teachers in their future assignments, as well as giving them an additional insight into urban and Black problems to be of value

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to them in the Institute. The practicum began with a short presentation of materials available in libraries on Black and urban problems, and some hints and techniques for finding and using them. Each participant was then given a task which he or she would take and research in one of four libraries: USC, the downtown Los Angeles Library, PEPPERDINE Library, or the Urban Affairs Library at the Los Angeles Board of Education. In addition, a follow-up session was held later in the Institute for those who were interested in continuing their research in these areas.

Building Adult Student Self Image

A major problem that the ABE student faces is the lack of a series of educational successes that he can draw upon to motivate himself to continue in school. Consequently, it falls upon the ABE teacher to formulate ways of developing student's self image. In a two-hour lecture and workshop-type format, the participants were exposed to the basics of self-image psychology, and given specific techniques that they could use to increase their students confidence and motivation.

Business and the ABE Student

Many Adult Basic Education students ary trying to get more education in order to get a job, or a better job. In fact, this part of ABE goals may be the most important. With that in mind, the Institute sponsored a panel of employment experts from business and industry, that let the participants get straight-from-the-shoulder, current, and ABE oriented information about what

business expects from an entry level employee. The panel discussed such things as filling out employment applications, appearance, and work performance standards, all of which were encouraged to become part of an adult basic education teacher's curriculum.

Curriculum Building

With the aid of a team of three adult education curriculum development specialists, the participants spent two days developing objective-oriented lesson plans to be used in their teaching activities. Two basic areas were stressed, remedial mathematics and developing reading skills.

The Teacher as Counselor

One of the ways that knowledge of students background and interests comes into play is in one-on-one counselling. It is not only a way of dealing with the students's personal problems, but can be effective in tutorial teaching as well. The participants were given both theory and practice in the techniques of small group counselling, beginning on a one-on-one basis and then moving into triads, and then into groups of six or more. The participants worked with each other, taking turns playing teacher and student roles to either learn or additionally polish their techniques in counselling.

Role Reversal - The Student-Teacher Relationship

In order to get at some of the real feelings that teachers

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had about their adult basic education students, two of the staff members conducted a large group role playing exercise. Taking the parts of both student and teacher, the participants were encouraged to act as they saw themselves acting as teachers and as they felt that students tended to act toward them. Many strong feelings were exhibited during this session; some positive, many hostile, tending to indicate that many adult basic education teachers, at least in this group, had attitudes toward their students that could play a disfunctional role in the learning process. Many of these feelings were subsequently dealt with in the small groups.

Value Judgments and Real Behavior

In the large group exercise, the participants matched their perceptions against those of the Blackstone Rangers, a Chicago street gang. The Rangers had been given a list of items to put in priority order based upon the importance that they placed on them. A lively and fruitful discussion ensued based upon the diffenences between what the participants felt were important to disadvantaged street people and what those street people themselves felt were important.

THE PARTICIPANT PRESENTATIONS

The arrangements of the institute activities was such as to build toward a climax as the institute drew to a close. In other words, the process was designed to insure a balance between culture and curriculum and between encountering the self and en-

countering others. The final activity was to allow each core group -- if they wished -- to make a presentation that they believed would sum up their feelings about the institute. They could present this in any format they wished. These presentations were then video taped. Six presentations were given, two satirizing both ABE teachers and students (not surprising, considering the participants' reaction to the role reversal simulation the previous Monday night) and the other four simulating encounter sessions between black and white participants.

ANALYSIS OF INSTITUTE EFFECTIVENESS

SUGGESTION - FEEDBACK SYSTEM

From previous experience we realized that one of the major difficulties in a program of this magnitude is keeping the administrators in touch with the program participants on a day to day basis. In an attempt to solve this problem, we provided the participants with 3 x 5 cards in their orientation packet and suggested that they could provide us with valuable feedback about the progress of the institute. We told them we were interested in both positive and negative feedback; their comments could be anonymous if they wished, and merely needed to be put in a box provided for the purpose.

The results were very rewarding. Participant feedback allowed us to judge the impact of various activities, and caused us to modify them in some cases. For example, we had scheduled evening activities for the majority of the institute. Unfortunately, the last two weeks in August were the hottest days in a very hot summer. From the tone of the participant feedback cards, we knew that we would have to modify the program slightly because of the heat - particularly the evening segments. We did, and the feedback reflected a positive change in attitude toward the institute process.

PRE-TEST AND POST-TEST EVALUATION

As mentioned in Chapter III, the participants were given

pre and post tests to measure changes in attitudes, if any, during the institute (See Appendix B for sample). The post test also allowed us to sample the participants perceptions regarding how closely we came to meeting the specific goals of the institute.

The first objective was to help the participants to understand the environment in which the urban disadvantaged adults live and work. Sixty-nine percent felt that they now better understood that environment.

The second objective was to recognize the student's learning needs and to develop new approaches that would improve teaching skills to meet those needs. Sixty-one percent felt that the institute enabled them to do that. As corollary to this, however, seventy-nine percent felt that as a by-product of the institute, they increased their effectiveness in relating to other people. This, of course, is highly important in being able to recognize students' learning needs.

The third objective was to change the adult basic education teacher's perception of the disadvantaged adult student. Fifty-eight percent felt that we had changed their perception, while seventy-four percent felt that the institute had given them a growing understanding of the basic concepts of minority groups.

The final objective was to raise the teacher's expectations of their students' performance. Sixty-three percent of the participants felt that their expectations had in fact been raised.

This leaves us with thirty-six percent (rounded-off) who either had high expectations to begin with, or we failed to reach. Analysis of otherinstruments indicates that we were able to reach these participants as well.

PARTICIPANTS' ATTITUDES TOWARD URBAN DISADVANTAGED AND BLACK ADULT PROBLEMS

It was important that a mix of the demographic data be obtained in order to find the relationships among these independent variables and the significance of that relationship to the expressed attitudes of the participants to minority-Black-urban problems and social conditions in adult education before and after attendance at the Institute. The personal inventory data were keypunched for loading on the IBM 1130 computer at Pepperdine University.

Individual attendees were not required to sign the demographic data sheet or identify themselves on the test instruments. Hence there was no way to correlate these variables with the specifically named individual. The demographic data sheet was however attached to a set of pretest and post test instruments, thereby providing traceability to one individual for the dependent and independent variables. Test Instrument No. 1 (Appendix B) which provided relevant information concerning the attitudes about the social conditions

and education of the urban adult Blacks, was used as the source of behavioral data. Some late-arriving members did not take the pretest, and some individuals left the Institute early and did not take the post test. There was a total number of seventy-seven subjects who did complete both the pre and post tests. Form A pretest and Form B pretest were administered to about half of the members, and a Form B of both tests was administered to the other half. Not the same individuals who took the pretest Form A, however, took the post test Form A. This control was not established for Form A or Form B. The numbers of individuals, by tests appear in the following matrix.

(TEST INSTRUMENT NO. 1)

	Pretest	Post Test
Form A	36	36
Form B	39	37

The dependent variables are the expressed opinions of the Institute participants. Attitudes about certain factors in urban Black adult relationships with social institutions such as schools, the police, the family, work, and authority (political) groups, are represented by twenty-five statements which compose Form A of Evaluation Instrument No. 1 and twenty-four statements in Form B. For example, statement No. 2

on Form B reads as follows:

The income of the average urban disadvantaged Black adult is below that of most Americans.

(Agree) +3 +2 +1 -1 -2 -3 (Disagree)

The degree to which the subjects expressed agreement with the statement was indicated by circling one number. The sum of the frequencies of numerical ratings was obtained for each statement on Form A and Form B, for both the pre and post tests.

Data on the relationship of the independent and dependent variables was obtained by calculating the sum of frequencies for each attitude statement on the four test forms by people in seventeen categories of independent variables.

Conclusions

The greater percentage of the participants saw the Institute useful in terms of making a potential contribution to their effectiveness as adult basic education teachers. It is clear that some behavioral changes did occur in the majority. On the Institute Effectiveness Form, (Appendix B) eighty-three percent of the participants felt that as a result of having been in the Institute, they developed a continuous interest in adult basic education. Since the main thrust of the Institute was toward understanding disadvantaged urban Blacks, quite a number of whom

were were represented by the participants themselves, this increased awareness centered on their relationship with Blacks in particular, and with poor people as a whole.

To gain a clearer idea about what segments of the participants gained insight into the problem, ten statements were taken from Instrument No. 1 Form A and Form B which represented a category to be tested between pretest and posttest scores. This category dealt with standards of working and living conditions and intelligence among disadvantaged Blacks. The most significant difference by observation of compared scores on the ten questions comprising this category appeared to be between participants who: 1) were from towns over 100 thousand population compared to those under 100 thousand; 2) were female compared to male. A higher total score on these questions on the posttest over the pretest would indicate an improvement in a more positive attitude toward the intellectual abilities of disadvantaged Blacks and toward their desire to improve their living and working environment.

In analysis of variance between the total scores of pre and post test questions, the most significant improvement occured between males and females, and the female scores improved the greatest among all of those tested. Table 1 shows a breakdown of the ANOVA data and the three significant values for male, female scores on pre and post tests.

Table 1

Analysis of Variance

Source	Sums	Deg.'s of Freedom	Mean	F
A(Pre & Post Test)	138.06	1	138.06	4.30
B(Male & Female)	2376.56	1	2376.56	74.02
AB	1870.56	1	1870.56	58.26
Error	385.25	12.00	32.10	-----
Total	4770.43	15.00	-------	-----

Differences between Male and Female Scores on pre-test = 0.47
(not significant)

Differences between Male and Female Scores on post-test = 131.82
(significant)

Differences between Male pre and post test scores = 15.45
(significant)

Differences between Female pre and post test scores = 47.11
(significant)

For the ten statements comprising this category on both Form A and Form B of Instrument No. 1, Table 2 below shows a breakdown of the number of male and female subjects who took the pre and post tests. A more detailed array is shown here by subjects who completed the B.A. degree and also by those who had had experience.

Table 2

Breakdown by Male and Female Subjects

MALE (N=10)	Pre-Test: Form A		Form B
BA Degree	8	(N=19)	14
No BA Degree	2		5
*ABEX	9		13
No ABEX	1		6
FEMALE (N=26)			
BA Degree	19	(N=20)	15
No BA Degree	7		5
ABEX	16		12
No ABEX	10		8
MALE (N=16)	**Post Test: Form A**		**Form B**
BA Degree	12	(N=11)	9
No BA Degree	4		2
ABEX	12		9
No ABEX	4		2
FEMALE (N=20)			
BA Degree	15	(N=26)	19
No BA Degree	5		7
ABEX	13		18
No ABEX	7		8

*Adult Basic Education Teaching Experience

For the analysis of variance data on the value of scores showing a significance between the subjects attitudes, the greatest recognizable difference was between female pre and post test scores. This difference has been further defined by a X^2 distribution as in the sub-category of females who had not had experience teaching adult basic education. (X^2 = 11.39; significance at the .05 level for sdf = 11.07)

It can therefore be concluded that the ABE Institute process and experience was most instrumental in changing the attitudes (toward the positive side) of women participants who had not had experiences in teaching in the ABE programs. The statistical evidence was somewhat more significant among women than men, and there was no significant difference between women and men who had B.A. degrees.

In summary, the immediate effectiveness of the Institute can be judged accordingto the percent of participants who indicated positive reaction to the materials, instructors, facilitators and processes used during the Institute. This evaluation is derived from the data in terms of process, since there was little emphasis placed on learning materials or media during the Institute. Under these conditions, the Institute effectiveness is judged at eighty percent in terms of this criterion: "The process was designed to insure a balance between culture and curriculum and between encountering the self and encountering others."

More specifically, there are at least three conclusions we can draw from the pre and post test data. First, it is possible, at least in the short run, to change the attitudes of ABE teachers in a positive direction toward the students they teach. Thiskind of change, however, should focus on changing the behavior of the teacher toward the student and the student's environment. Such an attitude is in line with Carl Roger's notion that if we let people know that we accept them as they are, it gives them room to change their behavior in directions that are beneficial to them.

Second, the kind of experience that the Pepperdine ABE Institute offered should be provided very early in an ABE teacher's career. It is significant that the largest changes in attitudes occured among those with the least ABE experience. The data indicate that those with experience in ABE, but lacking a more realistic, "gut level" exposure to what the problems of the disadvantaged really are, find positive change more difficult.

Third, a combination of cognitive and behavioral input is needed to orient ABE teachers toward teaching <u>adults</u>. With minor exceptions, the participants at the Institute had taught or were teaching grade school, high school, or both. Through the Institute process it was clear by observation, and by reports from the group facilitators, that most of the teachers were using the same assumptions and techniques working with ABE students that they used in teaching their teen and pre teen students. By the end

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of the Institute it was clear that as a result of understanding the problems of disadvantaged students more clearly, the teachers came to more clearly recognize the ABE students as adults with adult needs.

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MAIL QUESTIONNAIRE

In February, 1972, the Institute mailed a questionnaire to each of the participants. (See Appendix C) Our objective was to see if the positive behavioral change that we documented at the end of the Institute had long term effects. In a sense, we were also finding out if the institute process itself was a valid method of teacher training, since if there were no appreciable long-term benefits from the Pepperdine Institute, then perhaps no institute accomplished much more than providing a vacation for a group of teachers.

The questionnaire asked then to indicate to what degree, if at all, they had become involved in applying new skills and attitudes larned at the institute. The form had six levels of ranking to choose from, three positive and three negative.

Thirty-three participants responded anonymously to the questionnaire, a fair sample. The attitudes reflected in the responses were overwhelmingly positive. Overall, out of 445 possible respnses, 367 were on the positive side, or 82.4%. This generally agrees with the overall Institute assessment of 80%.

Since the Institute itself stressed involvement in the problems of the disadvantaged student, the questions asked probed for long-term change in this area. Ten of the questions related to increased involvement in the ABE teaching process. One of the strongest responses was to question one, which tested for any

positive action taken to learn more about the educational needs of disadvantaged Black adults. The data show that 84.5% have done so, 39.3% indicating that they have taken strong positive action in this direction. This is even more significant when we recall that a number of the participants had no previous experience with Black students in their classes.

Another significant response was to question three, where 93.9% of those responding indicated that they are now more able to identify with their student's emotional and learning needs. In this case the major response was that they were somewhat more able to do so (39.3%), but this is still a fairly strong response when we consider that the answers indicate that there was a high degree of transfer from the emphasis on Blacks to the emotional and learning problems of their own particular ABE students. On the other hand, there seems to have been little attempt on the part of the teachers to encourage any cross-cultural exposure on the part of their students. Only 14.8% felt that their students were now more interested in learning about urban disadvantaged adults. Since many of the participants taught in non-urban settings, however, this may indicate a lack of relevance in the question itself.

Four of the questions related to increased involvement on the part of the teacher in the problems of disadvantaged adults in general. One of the most significant questions of this type was number twelve, which tested the level of involvement in community programs whose goals include cross cultural or vocational training of disadvantaged adults. Overall, 75.7% responded positively to this question, with 45.4% indicating a strong involvement.

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The pre and post test comparisons indicated that by the end of the institute there had been generated a high level of interest and commitment on the part of the participants toward the Black experience as a whole. Question fourteen was designed to test for thelong-term attitudes, by asking about personal involvement with the cultural and emotional problems of the disadvantaged Black adult. Of those responding, 90.9% were positively motivated toward involvement and 45.4% answered that they were strongly motivated as a result of the Institute.

As well as focusing upon behavioral change, the Institute provided communication techniques and methods-basically group process oriented--that the teacher was encouraged to take home and use with students. Questions four, five, seven, and eight were designed to see how much of the techniques actually got into the classroom. Question four tested for changes in teaching methods, and 33.3% made extensive changes.

Question five dealt with improvement in communication skills with urban disadvantaged adults, and although the phrasing of the question could be misleading, 93.5% scored this question in the affirmative. There is no way to judge, however, how much experience some of them had after the Institute, and how much of their response is based upon recollection of Institute participation.

Seven and eight relate to counseling and one-on-one interaction. Seven asks about direct personal contact in general, and 78.1% felt that their personal contact with ABE students had increased as a result of the Institute. Number eight is more directly related to

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the interest that the Institute generated with regard to student counseling. In this case, 81.8% of the respondents had this interest stimulated, and a highly significant 39.3% were strongly stimulated toward student counseling as a result of the Institute.

Personal Interviews

In order to assure ourselves that the data from the questionnaires did, in the main reflect the actual opinions of the participants six months after the end of the Institute, we also had personal interviews with ten of the participants, selected from California, Arizona, and Hawaii. The comments from the interviews closely bear out the trend of responses we found from the questionnaires.

There is divided opinion as to whether this was a successful technique, however. Since all the participants had received the questionnaires when we contacted them for appointments, their responses may have been pre-conditioned. Also, there is some bias toward those who were interested enough in the follow-up to grant us interviews. While this may be biased in the same direction as the bias developed by those who returned the questionnaires, there is no way to ascertain it.

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CONCLUSIONS AND RECOMMENDATIONS

Considering the small amount of lead time that was available for designing the Institute process, it is not overstating the case to say that the Institute was a success. A great deal of credit should go to the staff involved. There was high commitment to the goals of the Institute on their part, resulting in a great deal of teamwork. For the most part, staff selection was based upon my prior knowledge of each individual and an assessment of their potential contribution to the process as outlined in the original proposal. The group facilitators, who handled the bulk of interaction with the participants, were all trained in the areas of behavioral science and group process. The ABE consultants, in the main drawn from the Los Angeles City School system, were competent and added a great deal to the cognitive input that the participants received.

However, as in any other attempt to organize people for the purpose of changing their behavior, there are several things that I would not do again:

1. The Community Dinner needed to be planned more carefully. There were not enough community people involved, and too little interaction between the participants and the community at the dinner.
2. It turned out that there was no real need, considering the goals of the Institute, to include any curriculum building in the process. The participants seemed to find it difficult to relate lesson planning to the rest of what

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we wanted to accomplish. Besides, some of the teachers had attended an institute devoted entirely to curriculum just previous to the Pepperdine Institute.

3. More time needed in coordinating with the Office of the State Director of Adult Basic Education. We encountered several problems relating to the number of California participants scheduled for the Institute that appear to be the result of poor coordination.

The data support the conclusion that a properly designed institute process can indeed change the behavior of ABE teachers toward their students, and toward disadvantaged minorities in general, be they Black, Brown, Red, or Yellow. Both the pre test data and observation by the staff showed that such changes are necessary, in a number of cases, before the teacher can be effective in the classroom, or perhaps even effective as a human being. Of course, such observations are commonplace in Sociological Psychology, and to some extent, in Education, but to my knowledge, the Pepperdine Institute is the first time that an attempt has been made to apply these assumptions to ABE teachers. It is vital to the effective continuance of Adult Basic Education in the United States that the conclusions shown by the data collected at the Pepperdine Institute be heeded. As a result of the Institute, and the data generated from the teachers attending it, there are several specific recommendations that can be made:

1. New ABE teachers should be required to attend a behavioral modification institute or workshop within their first year of ABE teaching. The data show that more positive attitudes

are generated in newer teachers.

2. The majority of ABE teachers need to be "retreaded" before they can relate to the needs of adult learners. The techniques that they have learned for relating to children do not work with adult learners. This should be a requirement for teaching in the ABE program.
3. Each state or region should have a central teacher training university or college, with a program devoted to the specific needs of ABE. It should be federally funded, and specialize in the areas suggested in one and two above.

There is little doubt that Adult Education is going to be the important aspect of American education in the years to come. Adult Basic Education is going to be a large part of the need. The experience of the Pepperdine Institute has served both to identify some of the problems that ABE teachers face, and to show how some of these problems can be solved. Much progress has been made, but there is much more to do.

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APPENDIX A

Institute Schedule

AGENDA

URBAN ADULT BASIC EDUCATION INSTITUTE

AUGUST 1-13, 1971

Institute Goals:

1. To increase awareness of urban problems as they relate to the disadvantaged urban adult student.

2. To provide a practical experience in the development methods and techniques for teaching the disadvantaged urban adult.

3. To develop and critique various ABE curricula related specifically to the urban disadvantaged adult.

Institute Participants will be involved in three kinds of experiences:

--meetings with resource people

--core groups workshops

--clinical experiences in the community

Participants are required to attend each of these experiences. You have been assigned to one of the core groups listed below Each group will be guided in its workshop experience by the same group facilitator throughout the duration of the institute. The core groups will meet in the rooms listed below at the times noted in the PROGRAM SCHEDULE.

CORE GROUP	FACILITATOR	ROOM
1	Herb Crosby	LCB 124
2	Jim Warren	LCB 117
3	Doc Hester	LCB 116
4	Gil Barrett	LCB 115
5	Jack Hawley	LCB 112
6	Lou Jenkins	LCB 114

THE INSTITUTE OFFICE IS AT LCB 125

Message Board in the South Door foyer

LEARNING CENTER BUILDING

ALL INSTITUTE PARTICIPANTS are expected to attend the following field clinical experiences. Each has been chosen to give you increased insight into the everyday experiences of urban minorities.

HOSPITAL VISITATION Health care is a major factor in the lives of urban minority people. The Southcentral multipurpose Health Care Center is typical of such services. You will be given a tour of the facilities, including patient intake, waiting room and medical treatment areas.

COMPARISON SHOPPING Are food prices really higher in the urban ghettoes? Come along with us on a comparison shopping tour of markets located in and out of South Central Los Angeles area. Working from a typical shopping list, you will be able to shop in two stores in the disadvantaged area, and one in a white, middle-class area.

ABE EDUCATION IN LOS ANGELES Sit in on a typical ABE class at Menlo Adult school. Observe, ask questions, and see how this experience can be useful for your own facility area.

PROGRAM SCHEDULE

TIME	ACTIVITY	PRESENTATION	PLACE
August 1			
10 AM-6 PM	Registration		Learning Center Bldg. (LCB)
August 2			
9-9:30 AM	Welcome Orientation to the institute	Dick Rierdan	LCB 126
9:30-10:30 AM	The way we see people is the way they are: the teacher's view	Jerry Seliger	LCB 126
10:30-10:45	Coffee Break		LCB 126
10:45-12:00	Value Judgments: real behavior?	Doc Hester	LCB 126
12:00-1:00	Lunch Break		Cafeteria
1:00-2:30	The Adult Learner-myths and realities	Bob Williams Tom Perry Jim Figuroa Bill Satterfield Volunteer participant	LCB 126
2:30-2:45	Coffee Break		
2:45-5:00	Core Group workshop	SEE ASSIGNED LOCATIONS	
7:00-10:00 PM	Police Community meeting-Loren Miller School	GROUPS 1, 2, 3	ASSEMBLE AT SOUTH DOOR
August 3			
9:00-9:15 AM	Assemble for clinical experience		
	-Hospital visitation -Comparison shopping -ABE Education in L. A. -L. A. County Jail	GROUP 1 & 2 GROUPS 3 & 4 GROUPS 5 & 6 GROUPS 5 & 6	N. E. Door LCB S. E. Door LCB SO. Door LCB NO. Door LCB
9:15-12:00	Participate in clinical experience		

TIME	ACTIVITY	PRESENTATION	PLACE
August 3 (continued)			
12:00-1:00	Lunch Break		Cafeteria
1:00-1:45	Research Techniques The backbone of an urban curriculum	Katherine Carter	LCB 126
1:45-2:00	Coffee Break		
2:00-5:00	Urban Research Practicum	Katherine Carter	Assemble at So. Door
5:00-7:00	Dinner Break		
7:00-10:00	Police Community meeting- 68th Street School	GROUPS 4, 5, 6	Assemble at SO. Door
August 4			
9:00-9:15 AM	Assemble for clinical experience		
	-Hospital visitation	GROUPS 5 & 6	N. E. Door LCB
	-Comparison shopping	GROUPS 5 & 6	S. E. Door LCB
	-Education visitation	GROUPS 1 & 2	SO. Door LCB
	-L. A. County Jail	GROUPS 3 & 4	NO. Door LCB
9:15-12:00	Participate in clinical experience		
12:00-1:00	Lunch Break		Cafeteria
1:00-3:00	Core Group workshop -Evaluation of the clinical experience	SEE ASSIGNED LOCATIONS	
3:00-3:15	Coffee Break		
3:15-5:00	Continuation of Core Groups		
5:00-7:00	Dinner Break		

TIME	ACTIVITY	PRESENTATION	PLACE
August 5			
9:00-9:15 AM	Assemble for clinical experience		
	-Hospital visitation	GROUPS 5 & 6	N. E. Door LCB
	-Comparison shopping	GROUPS 5 & 6	S. E. Door LCB
	-Education visitation	GROUPS 3 & 4	SO. Door LCB
	-L. A. County Jail	GROUPS 1 & 2	NO. Door LCB
9:15-12:00	Participate in clinical experience		
12:00-1:00	Lunch Break		Cafeteria
1:00-2:00	Building the Adult Student's self image: techniques	Lou Jenkins	LCB 126
3:00-3:15	Coffee Break		
3:15-5:00	Continuation of Core Groups		
5:00-7:00	Dinner Break		
7:00-8:30	The Development of the Watts Festival		LCB 126
August 6			
9:00-10:15 AM	What business expects from the ABE graduate	Bill Williams Tom Perry	LCB 126
10:15-10:30	Coffee Break		
10:30-12:00	Curriculum building: Do's and Don'ts	Harry Hull Venetta Whitiker Joan Ririe	LCB 126
12:00-1:00	Lunch Break		
1:00-3:00	Curriculum building arithmetic, writing and reading	Harry Hull Venetta Whitiker Joan Ririe	LCB 126
3:00-3:15	Coffee Break		
3:15-5:00	Writing ABE curricula: a practicum	Harry Hull Venetta Whitiker Joan Ririe	LCB 126

TIME	ACTIVITY	PRESENTATION	PLACE
August 7			
9:00-5:00	Trip to Disneyland		
August 9			
9:00-9:15 AM	Assemble for clinical experience		
	-Hospital visitation	GROUPS 3 & 4	NE Door LCB
	-Comparison Shopping	GROUPS 1 & 2	SE Door LCB
	-Education visitation	GROUPS 5 & 6	NO. Door LCB
	-L. A. County Jail	GROUPS 5 & 6	SO. Door LCB
9:15-12:00	Participate in clinical experience		
12:00-1:00	Lunch Break		Cafeteria
1:00-3:00	The Adult Teacher as Counselor: The Helping Relationship	Jerry Seliger	LCB 126
3:00-3:15	Coffee Break		
3:15-5:00	Counseling methods	With Core Groups	SEE ASSIGNED LOCATIONS
5:00-7:00	Dinner Break		Cafeteria
7:00-10:00	ABE: The Student View-Role Reversal	Jack Hawley Herb Crosby	LCB 126
August 10			
9:00-10:15 AM	Overview of lesson plan development	Harry Hull	LCB 126
10:15-10:30	Coffee Break		
10:30-12:00	Lesson planning: outlining content and techniques	Harry Hull Venetta Whitiker Joan Ririe	LCB 126
12:00-1:00	Lunch Break		Cafeteria

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TIME	ACTIVITY	PRESENTATION	PLACE
August 10 (continued)			
1:00-3:00	Practicum in lesson planning	Harry Hull Venetta Whitiker Joan Ririe	LCB 126
3:00-3:15	Coffee Break		
3:15-5:00	Continuation of lesson planning	Harry Hull Venetta Whitiker Joan Ririe	LCB 126
6:00-9:00	Dinner in the community	Rev. Bower's church	Assemble at So. Door LCB
August 11			
9:00-10:30 AM	Developing Educational Objectives	Jim Figueroa	LCB 126
10:30-10:45	Coffee Break		
10:45-12:00	Case Study-- Planning for Success	Doc Hester	LCB 126
12:00-1:00	Lunch Break		
1:00-3:00	Core Group workshop - evaluation of motivation techniques	SEE ASSIGNED LOCATIONS	
3:00-3:15	Coffee Break		
3:15-5:00	Continuation of Core Group workshops		
5:00-7:00	Dinner Break		Cafeteria
7:00-10:00	Research Workshop (optional)	Katherine Carter	LCB 126

TIME	ACTIVITY	PRESENTATION	PLACE
August 12			
9:00-10:30 AM	Core Group workshops -learning from the ABE Institute -self and group recall and analysis	SEE ASSIGNED LOCATIONS	
10:30-10:45	Coffee Break		
10:45-12:00	Continuation of Core Group workshops		
12:00-1:00	Lunch Break		
1:00-3:15	Expressing the meaning of the Institute	Participants VTR Recording	LCB 126
3:15-3:30	Coffee Break		
3:30-5:00	Discussion of Group Presentations	Jerry Seliger	LCB 126
5:00-7:00	Dinner Break		
E V E N I N G F R E E			
August 13			
9:00-10:15 AM	Using Institute Information at Home	Jerry Seliger Doc Hester	LCB 126
10:15-10:30	Coffee Break		
10:30-12:00	Continuation of above		
12:00-1:00	Lunch by Core Group		
1:00-2:00	Evaluation of the Institute experience		LCB 126
2:00-3:00	Presentation of certification of completion documents		LCB 126

APPENDIX B

Pre and Post Evaluations and Data

EVALUATION INSTRUMENT #4

FORM A

PEPPERDINE ADULT BASIC EDUCATION INSTITUTE SUMMER 1971

WORKSHOP EVALUATION SHEET

DO NOT SIGN YOUR NAME

DIRECTIONS: Answer the following questions: Circle the letter of your answer. Be honest!

1. Do you intend to take additional coursework in Adult Basic Education?

77% a. Yes
5% b. No
18% c. I'm not sure

2. How interested are you in taking another institute in Adult Basic Education?

65% a. Very interested
27% b. Somewhat interested
2% c. I don't care one way or the other
2% d. Not too interested
4% e. Not at all interested

3. How interested are you in learning more about Adult Basic Education on your own?

70% a. Very interested
23% b. Somewhat interested
1% c. I don't care one way or the other
4% d. Not too interested
2% 3. Not at all interested

4. If I had it to do all over again, I (would, would not) have taken this institute.

87% would 13% would not

5. I find the subject of Black Adult Urban Education to be:

76% a. Very interesting
18% b. Somewhat interesting
4% c. Somewhat uninteresting
2% d. Very uninteresting

N= 78

6. If someone suggested that you take up Black Adult Urban Education as your life's work, what would you reply?

Positive response 69% Negative response 18% Neutral 13%

7. Circle each of the words that tell how your feel (mostly) about the institute in adult education.

17%	interesting*	2%	boring	.3%	worthless
1%	dull	16%	useful*	5%	cool*
6%	fun*	.6%	useless	1%	square
.3%	too hard	2%	too easy	5%	groovy*
8%	exciting*	9%	very important*	9%	up tight
1%	yuk!	6%	so-so	.6%	a bummer
6%	racist	.6%	hankie		

* = positive items; others are negative

Summary: 224 positive items checked
109 negative items checked

Listed below are a number of statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion.

Read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number in front of each statement. The numbers and their meaning are indicated below:

If you agree strongly, circle +3
If you agree somewhat, circle +2
If you agree slightly, circle +1

If you disagree slightly, circle -1
If you disagree somewhat, circle -2
If you disagree strongly, circle -3

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number beneath each statement. Give your opinion on every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion, use the one which is closest to the way you feel.

N = 76

8. I like the materials which we used in this institute.

78% Agree +3 +2 +1 -1 -2 -3 Disagree 22%

9. I think that our materials were much too easy.

49% Agree +3 +2 +1 -1 -2 -3 Disagree 51%

10. I wish that our materials were not so difficult to understand.

8% Agree +3 +2 +1 -1 -2 -3 Disagree 92%

11. I think that the lectures we had in the institute were pretty boring.

29% Agree +3 +2 +1 -1 -2 -3 Disagree 71%

12. The instructors rambled on without making much sense.

20% Agree +3 +2 +1 -1 -2 -3 Disagree 80%

13. The lectures should have contained more "meat" to them.

55% Agree +3 +2 +1 -1 -2 -3 Disagree 45%

14. We should have had more lectures in this institute.

27% Agree +3 +2 +1 -1 -2 -3 Disagree 73%

15. The topics the instructor lectured on were not very important.

25% Agree +3 +2 +1 -1 -2 -3 Disagree 75%

16. I enjoyed the audio-visual aids we saw in the institute.

74% Agree +3 +2 +1 -1 -2 -3 Disagree 26%

17. I know that I learned something from the audio-visual aids.

77% Agree +3 +2 +1 -1 -2 -3 Disagree 23%

18. This institute had too much emphasis on Blacks.

31% Agree +3 +2 +1 -1 -2 -3 Disagree 69%

N = 78

19. This institute had too much emphasis on poor people.

14% Agree +3 +2 +1 -1 -2 -3 Disagree 86%

20. I found the core discussion groups to be very helpful.

79% Agree +3 +2 +1 -1 -2 -3 Disagree 21%

21. The Adult Basic Education discussion groups were helpful.

85% Agree +3 +2 +1 -1 -2 -3 Disagree 15%

22. I feel that I learned a lot in this institute which is important to me.

81% Agree +3 +2 +1 -1 -2 -3 Disagree 19%

23. I didn't learn as much in this institute as I do in most institutes.

35% Agree +3 +2 +1 -1 -2 -3 Disagree 65%

24. This institute was a snap.

31% Agree +3 +2 +1 -1 -2 -3 Disagree 69%

25. I liked the group facilitators.

92% Agree +3 +2 +1 -1 -2 -3 Disagree 8%

26. I don't think the group facilitators know me personally.

47% Agree +3 +2 +1 -1 -2 -3 Disagree 53%

27. The ABE consultants weren't very interesting.

31% Agree +3 +2 +1 -1 -2 -3 Disagree 69%

28. I felt like I couldn't ask the community resource persons any questions.

32% Agree +3 +2 +1 -1 -2 -3 Disagree 68%

29. I feel that the ABE consultants were personally interested in my progress during this institute.

73% Agree +3 +2 +1 -1 -2 -3 Disagree 27%

For the following, mark whether you agree or disagree.

	Agree	Disagree
30. As a result of having been in this institute, I feel that I have an increased awareness of myself.	83%	14%
31. During this institute, I fell that I have developed a continuous interest in Adult Basic Education.	90%	8%
32. As a by-product of this institute, I have increased my effectiveness in relating to other people.	79%	19%
33. This institute has given me a growing understanding of basic concepts of minority groups.	74%	23%
34. This institute stimulated my interest in and study of Adult Basic Education.	79%	19%
35. This institute helped me to understand the environment in which the urban disadvantaged adults live.	69%	29%
36. As a result of having been in this institute, I now recognize the learning needs of the disadvantaged urban Black adult student and will develop new procedures for meeting these needs.	61%	36%
37. This institute has given me a changed perception of the disadvantaged urban Black adult student.	58%	40%
38. I feel that I have increased my expectations as to the academic performance of disadvantaged urban Black adult students.	63%	36%

N = 78

	Rate each of the following:	Excellent	Above Average	Average	Below Average	Poor
3*	39. This institute	23%	38%	32%	5%	2%
8*	40. The written materials.	10%	34%	44%	10%	2%
5*	41. Community resource persons	23%	24%	37%	9%	7%
2*	42. ABE Facilitators	30%	34%	31%	2%	3%
1*	43. ABE Consultants	29%	38%	25%	7%	1%
4*	44. The Core group discussions	36%	22%	24%	11%	7%
7*	45. The lectures	6%	39%	43%	10%	2%
6*	46. The ABE discussions	20%	26%	44%	6%	4%

* = Order in which these 8 items were rated, from high to low (combination of the "excellent" and "above average" categories).

Complete these sentences to express your real feelings. Give Reasons. Write something for each sentence.

47. I liked

48. We should have stressed

49. We spent too much time on

50. The institute instructors

51. This institute started me thinking about

APPENDIX C

Follow-up Evaluation Form and Data

Pepperdine University

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February 11, 1972

Dear Participant,

The Urban Adult Basic Education Special Teacher Training Institute is currently in the process of conducting follow-up evaluations of the workshop which you attended from August 2, 1971 through August 14, 1971.

In order to assist us in conducting this evaluation, we are requesting you to please complete the attached questionaire and return it to us in the enclosed self-addressed and stamped envelope.

Your prompt reply will be greatly appreciated. We look forward to seeing you at a future workshop of institute.

Thank you for your cooperation.

Sincerely,

Richard Rierdan,
Project Director

RR/ls

8035 SOUTH VERMONT AVENUE • LOS ANGELES, CALIFORNIA 90044 • (213) 753-1411

FOLLOW-UP EVALUATION INSTRUMENT TO ABE
INSTITUTE PARTICIPANTS

The purpose of this instrument is to give you an opportunity to express the nature of your activities and any change in your opinions and actions regarding counseling, teaching and social interaction with Urban disadvantaged adults since the ABE institute last August. We are interested in the degree to which you have become involved, if at all, in applying new skills and changing the extent and areas of participation in your own adult education and teaching programs.

Read each statement carefully; then indicate the extent to which you interests, opinions and activities have changed since attending the ABE institute. The degree of activity or change is indicated as:

Not at all	Extensively
-3 Strongly	+3 Strongly
-2 Somewhat	+2 Somewhat
-1 Slightly	+1 Slightly

Circle the appropriate number beneath each statement. Indicate the degree for each statement.

1. I have taken positive action to learn more about the educational needs of disadvantaged Black adults. (N=33)

Not at all	-Neg. Responses	Extensively	-Positive Responses
-3 Strongly	1	+3 Strongly	13
-2 Somewhat	0	+2 Somewhat	6
-1 Slightly	4	+1 Slightly	9

2. My relationship with my students' learning goals and activities is closer. (N=32)

Not at all		Extensively	
-3 Strongly	4	+3 Strongly	10
-2 Somewhat	0	+2 Somewhat	12
-1 Slightly	0	+1 Slightly	6

3. I am able to identify with my students' emotional and learning needs more readily. (N=33)

Not at all		Extensively	
-3 Strongly	1	+3 Strongly	9
-2 Somewhat	0	+2 Somewhat	13
-1 Slightly	0	+1 Slightly	9

4. I have changed my method of teaching to adopt some newer techniques in teaching disadvantaged adults. (N=33)

Not at all		Extensively	
-3 Strongly	2	+3 Strongly	10
-2 Somewhat	2	+2 Somewhat	12
-1 Slightly	3	+1 Slightly	4

5. My communication skills with urban disadvantaged adults has improved. (N=31)

Not at all		Extensively	
-3 Strongly	0	+3 Strongly	5
-2 Somewhat	1	+2 Somewhat	17
-1 Slightly	1	+1 Slightly	7

6. My students are more interested in learning cross cultural facts about urban disadvantaged adults. (N=27)

Not at all		Extensively	
-3 Strongly	4	+3 Strongly	4
-2 Somewhat	1	+2 Somewhat	6
-1 Slightly	8	+1 Slightly	6

7. I find that I have more direct personal contact with my students than before. (N=32)

Not at all		Extensively	
-3 Strongly	3	+3 Strongly	10
-2 Somewhat	1	+2 Somewhat	7
-1 Slightly	3	+1 Slightly	8

8. I have a stronger interest in counseling with my students. (N=33)

Not at all		Extensively	
-3 Strongly	3	+3 Strongly	13
-2 Somewhat	1	+2 Somewhat	8
-1 Slightly	2	+1 Slightly	6

9. I am concerned with what I can do personally to raise the educational and cultural level of the disadvantaged Black adults. (N=32)

Not at all		Extensively	
-3 Strongly	2	+3 Strongly	23
-2 Somewhat	0	+2 Somewhat	6
-1 Slightly	0	+1 Slightly	1

10. I am interested in participating in ABE programs in an administrative or teaching capacity. (N=31)

Not at all		Extensively	
-3 Strongly	2	+3 Strongly	20
-2 Somewhat	2	+3 Somewhat	3
-1 Slightly	1	+1 Slightly	3

11. Talking to disadvantaged Black adults about their vocational goals is interesting to me. (N=33)

Not at all		Extensively	
-3 Strongly	1	+3 Strongly	20
-2 Somewhat	0	+2 Somewhat	6
-1 Slightly	1	+1 Slightly	5

12. I am now active in community programs whose goals include cross cultural or vocational training of disadvantaged adults. (N=33)

Not at all		Extensively	
-3 Strongly	1	+3 Strongly	15
-2 Somewhat	1	+2 Somewhat	2
-1 Slightly	6	+1 Slightly	8

13. One of my main problems in an ABE program would be taking the role of the disadvantaged Black man to express his needs and feelings. (N=29)

Not at all		Extensively	
-3 Strongly	7	+3 Strongly	4
-2 Somewhat	2	+2 Somewhat	6
-1 Slightly	5	+1 Slightly	5

14. I feel that I want to become more personally involved with the cultural and emotional problems of the disadvantaged Black adult. (N=33)

Not at all		Extensively	
-3 Strongly	0	+3 Strongly	15
-2 Somewhat	2	-2 Somewhat	7
-1 Slightly	1	-1 Slightly	8